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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

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## One Sentence A Day—Drives Trouble Away

*By Elizabeth Starbuck Adams*

*San Francisco, California*

**I**S it practical to pave the way to easier and better transcription by beginning early in the year?

I hope somebody will try out the suggestions that follow to see if skill in transcribing cannot be made to develop in close correlation with general typing skill and gradually increasing skill in shorthand dictation.

*Here's the Idea!*

Somewhere around the tenth week of school the beginning typing student will have a rudimentary control of the keyboard. The shorthand student will be well through the first six lessons in the Gregg Shorthand Manual. In the typing room there is being developed the power to write simple sentences. Why not spend three to ten minutes

a day typing simple sentences and phrases from shorthand outlines written on the board? It is apparent that if the sentence were changed each day a constant review of wordsigns in context would be possible. There is an abundance of material to be found in any of our supplemental texts: "Word and Sentence Drills," *Markett*; "Analytical Lessons in Gregg Shorthand," *Frick*; "Graded Readings," *Hunter*; the *Gregg Writer*, past and present numbers.

*A "Fault Eliminator"*

Can you not see how easy it would be to use this form of drill to catch some common fault and eliminate it through a series of sentences? or to organize the next day's sentence on today's mistakes? Let me be con-

crete: The class needs a review on the *o-hook*. They also need typing practice on *b* and *v*. Some drill on the letter *p* would not hurt them. In "Analytical Lessons in Gregg Shorthand," on page 51, are good sentences that cover all these points. I wager a class that typed them all from shorthand, a sentence a day, would consciously gain in several kinds of skill.

For a spelling lesson on the finals, *en, on, er, or, ar, al, el, il*, what could be better than the word list in this same book on page 43?

### *Kill Two Birds With One Stone*

Or you want to train the class to insert commas—place a series of phrases in shorthand on the board: *I do not believe, I do not care, I do not think, I do not receive, you do not like, you do not regard, you do not wish, they do not say, they do not sell, they do not see, we do not reply, we do not represent, we do not regard*. There is material enough on pages 64-68 of "Word and Sentence Drills" to keep both minds and fingers busy for several days.

Page 90 of this same book, #87: Where could you get better typing material on capitals and the "Mac" principle?

Pages 91-92, #88-#92: Think what spelling power would be developed in writing any twenty of these words from the shorthand outline.

"Gregg Speed Studies": Pages 59, 135, 139, 271, 272; "Analytical Lessons in Gregg Shorthand": Pages 201-203, 223, 229, 236, 241, 249, 293-295, 298, offer material that is rich in training possibilities. Control of apostrophes, commas, hyphens, spelling; reinforcement of points of theory; ability to think and type smoothly from the shorthand outline; all these abilities may be developed through wise selection of the unit. This sort of training with a more difficult unit would be just as good for the advanced typing and shorthand students and give admirable oppor-

tunity, you will find, for extensive as well as intensive review.

### *Paving the Way to Better Transcripts*

As one of the main objectives in learning to type well is to acquire skill in transcribing, it is obvious that such drills as this "one sentence a day" idea permits are legitimate phases of typing practice. We might as well get all the richness we can out of the elementary rhythm drills. If we can pave the way to better transcription as we increase speed in typing, why not?

### *Make Practise More Resultful*

In selecting concrete examples I have ranged all over the field of elementary shorthand in order to emphasize the great variety of material that might be utilized for this ten-minute-a-day rhythm drill. I wanted to make clear the many possibilities for putting over different phases of shorthand and transcribing difficulties.

When one thinks of the actual hours the students spend on both shorthand and typewriting in the high school one feels that these hours may easily be made more resultful if used to their utmost. I think it is clear to everyone that for the students not taking shorthand a sentence may be written in longhand for their typing copy. If a student in shorthand has not reached a satisfactory typing grade he should not be permitted to type from the shorthand outlines. To be permitted to so type becomes then a special privilege.

### *How Will Plan Succeed?*

Please try this scheme out when the time and place are right and report on your success. You may find that you can expand this rudimentary idea into a regular system of approach to transcription. Why not help to pave the new highway?

Owing to the large number of requests for a teaching schedule showing where The Gregg Writer Credentials Department may be used most effectively, we will publish in our December or January issue a suggestive course of instruction in both shorthand and typewriting for a two-year High School course or an intensive one-year Business College course. The typewriting program is tentative. Rational Typewriting Projects, prepared for the second year's work, comes from the press next month. We shall appreciate your reaction to the working plan of the schedule.

# Thanksgiving Gathering of the Southern Commercial Teachers' Association Promises Novel Features

*A Foretaste of the Coming Feast, gleaned from a letter from the Secretary-Treasurer*

*Elizabeth Baker*

*Commercial High School, Atlanta, Georgia*

THE approach of Thanksgiving finds the members of the Southern Commercial Teachers' Association anticipating an inspiring and helpful two days' session in Asheville, November 26-27.

## *Stunt Night Opens Meeting*

The informal reception on Thanksgiving night following the dinner of the executive and regional committees will bring together teachers from all over the South. Mrs. Gertrude G. DeArmond, of Wheeler Business College, has been appointed official hostess for this reception and she has chosen the name of "Stunt Night" for the occasion. She writes that prizes for the best stunts are to be given. Everybody may depend on something enjoyable and original when Mrs. DeArmond is behind it.

Friday morning the general meeting will be called to order by President C. W. Edmondson, of Chattanooga. We will be welcomed by honorable John H. Cathey for the City of Asheville, and by Superintendent W. L. Brooker, of the Asheville Public Schools, for the educational interests. The response will be given by our vice-president, Mr. W. L. Pritchard, of Columbia High School. The President's address will follow. Then will come an address on a live topic of commercial education from Professor Paul S. Lomax, Associate Professor of Education at New York University, and also an address from Mr. J. O. Malott, of Washington, D. C., who is the new federal specialist in commercial education. Mr. Willard J. Wheeler, of Birmingham, president of the National Commercial Teachers' Federation will bring greetings from our parent association.

Friday, November 26, at 12:15, the Asheville Chamber of Commerce will unite with the Association in a Luncheon Conference, the keynote of which will be "Unity of Education as Embodied in the Commercial Curriculum." This topic will be brought before the teachers by three leaders—*From the Home Standpoint*, Mrs. Curtis Bynum, former president of the North Carolina Parent-Teacher

Association; *From the Civic Standpoint*, Mr. Roger Miller, secretary of the Asheville Chamber of Commerce; *From the Religious Standpoint*, Rev. Robert J. Bateman, pastor of the First Baptist Church of Asheville.

## *Departmental Sessions Friday Afternoon*

Friday afternoon, the departmental programs will draw the interest of the classroom teachers, for there the problems of the classroom will come up for discussion and solution. In the Public Schools Department, Mr. W. W. Renshaw, of the Gregg Publishing Company, will prove interesting in his "Observations in the Teaching of Gregg Shorthand." Miss Ethel M. Solloway, supervisor of the Commercial Department of Durham High School, Durham, North Carolina, will report findings of the committee appointed last year to study curriculum building. This will be followed by discussion from teachers present on topics of vital interest to every one of us.

The Private Schools Department has arranged a very interesting program. Their round table topics include such questions as Graduation Requirements; The Correlation of Penmanship with Shorthand; Typewriting Speed Work; Business English and Correspondence, and Machine Bookkeeping.

## *Prominent Educators on Program*

These departmental programs will be followed by a general summary from three of our leading business educators. The wide experience of these men in visiting schools all over the country makes their appearance of particular interest to the classroom teacher. Each year it is the policy of the Association to invite a representative from some of the publishing houses to discuss our problems with us, not with the idea of personal advertising, but out of their vast experience to bring us help. Last year we enjoyed a splendid address on the subject, "If I were a Commercial Teacher Again" from Mr. Harry C. Spillman of the Remington Typewriter Com-

pany. The year before, an instructive address was brought to the Association by the Educational Director of the Library Bureau.

The banquet on Friday night will be for entertainment and instruction. The toastmaster promises to keep us "laughin'," and Mr. Malott, Mr. Lomax, or Dr. Roemer will provide the leaven of instruction.

#### *Saturday's Contributions*

On Saturday morning the general meeting will be preceded by presentation of the 100% certificates. Three business colleges have already won them for this year. Their names shine on the roll of honor for 1926-27 as follows:

Edmondson School of Business, Chattanooga, Tennessee  
Massey Business College, Birmingham, Alabama  
Draughon's Business College, Shreveport, Louisiana

Following this we shall have an address from America's greatest authority on Retail Selling, Miss Isabel Bacon, of the Federal Board for Vocational Education, Washington, D. C., and an address from Dr. Joseph Roemer, secretary of the Southern Accredited Secondary Schools Association and Professor of Education in the University of Florida, on The Educational Value of Bookkeeping.

In the afternoon, there will be an opportunity to visit places of interest around the beautiful city of Asheville, and the local committee, with Mrs. G. L. Sarsfield, Mr. M. O. Kirkpatrick and Mr. E. J. Dubois, have promised us a real treat.

The railroads will give the usual fare-and-a-half provided the attendance of those who have come by train is 250.

You cannot afford to miss this Convention—

ASHEVILLE—BATTERY PARK HOTEL

NOVEMBER 26-27, 1926!



## *North Coast Teachers Meet*

**T**HE North Coast Section of the California Commercial Teachers' Association was called to order in Room 6, Ukiah Grammar School at 1:45 P. M., September 28, 1926, by Mr. Irvin Davies, Arcata. Mr. Davies acted as chairman in lieu of the president, Miss Helen Reveal, who had moved from the district.

Mrs. E. M. Clarke, secretary, read the report of the previous meetings—one at the Institute in Eureka, September, 1925, and the other at the Eureka Inn, March, 1926. At the latter meeting, ways and means were discussed for securing a better understanding between the different sections. Mr. Badura suggested that a representative be chosen by each division to meet the representatives from the other sections and discuss the objectives of the Association and devise methods to attain these objectives. This was unanimously adopted and Mr. Badura was chosen to represent the North Coast Section. The secretary immediately wrote to the other sections and they were in hearty accord with the idea. These representatives met in Berkeley in June and organized the Executive Council which already has done more to create a united and understanding attitude between the different sections than anything the Commercial Departments have ever attempted.

Mr. Badura gave a most interesting report of this meeting of the Council. He spoke of the joy expressed everywhere over the State

Board of Education creating the office "Supervisor of Commercial Education," and said that the Executive Council, and all with whom he had talked, felt that a new era of efficiency and progress was dawning for the Commercial Departments. He asked for a discussion as to whether or not the Executive Council should remain a permanent body. This was unanimously passed by a vote.

A general discussion took place concerning the advisability of permitting teachers with no knowledge of commercial subjects, but who possessed a General Credential, to teach commercial work. Everyone expressed the opinion that it was a very unwise thing from every viewpoint and advised that it be taken up at the next meeting of the Executive Council.

The importance of Commercial Arithmetic was debated. A motion was made and seconded to retain it in the high school curriculum but to improve the method of teaching it to the highest possible degree of efficiency.

The following officers were elected for the year:

*President*, Mr. Irvin Davies, Arcata Union High School, Arcata, California.

*Vice-President*, Mr. Nathaniel Sanders, Head of Commercial Department, Eureka High School, Eureka, California.

*Secretary and Treasurer*, Mrs. E. M. Clarke, Fortuna Union High School, Fortuna, California.

*Representative to The Executive Council*, Mr. G. J. Badura, Head of Commercial Department, Fortuna Union High School, Fortuna, California.

## *Enthusiastic for Compulsory Shorthand*

Looking back upon a long and busy life, in which I have written technical works in English, French, and German, and contributed articles to the technical press, I am satisfied that without shorthand my literary output would have been more limited; for almost every line in English was written by me in shorthand and transcribed on the machine.

Similarly, I have answered most of my letters in shorthand and had my notes transcribed.

At the school which I attended for seven years, shorthand was obligatory; we had to practice until we could write 140 words a minute for 20 minutes.

Four years' school practice, with numerous lectures to report, gave me an invaluable equipment for my life work, and finds me an enthusiastic advocate of the compulsory study of shorthand in all grammar schools.

—ROBERT GRIMSHAW, in *Service*.



# The New York City Gregg Shorthand Teachers' Association Program 1926-27

DATE	BUSINESS PRACTICE 2:00—2:30	SCHOOL PRACTICE 2:30—3:00	ORGANIZATION PROGRAM 3:00—3:20	WAYS OF IMPROVEMENT 3:20—4:00
October 16, 1926	What the Metropolitan Life Insurance Company expects of a junior stenographer, a senior stenographer, a secretary. <i>Speaker:</i> Mr. HERBERT L. RHOADES, Personnel Division.	How are different kinds of schools meeting these expectations? <i>Speakers:</i> <i>Senior High School:</i> Miss NANNIE R. NEVINS, Bushwick High School. <i>Junior High School:</i> Miss MARIE E. MARIE, Haaren High School, formerly of F. S. 12, Manhattan. <i>Continuation School:</i> Mr. MAX SCHEINBACH, Central Commercial Continuation School. <i>Private Business School:</i> Miss JUSTINE M. KERNSTOCK, The Packard Commercial School.	Can Commercial Education succeed best on an Elective Basis? <i>Speaker:</i> Mr. SETH B. CARKIN, The Packard Commercial School, New York. What are we doing? What can we do?	The relative values of the Mental and Manual factors of shorthand training. <i>Speaker:</i> Mr. JOHN ROBERT GREGG.
December 4, 1926	What R. H. Macy & Company expect of a junior stenographer, a senior stenographer, a secretary. <i>Speaker:</i> Mr. AUSTIN S. DONALDSON, Assistant General Manager.	How are different kinds of schools meeting these expectations? <i>Speakers:</i> <i>Senior High School:</i> Miss SADIE KROPP, Thomas Jefferson High School. <i>Junior High School:</i> Mr. E. J. SWEENEY, Principal, Bayonne Junior High School. <i>Continuation School:</i> Miss EDNA M. KERSHAW, East New York Continuation School. <i>Private Business School:</i> Mr. D. W. FRAIZER, Drake Business School, Paterson, N. J.	Can Commercial Education succeed best on a curriculum organization basis? <i>Speaker:</i> Dr. EDWARD J. MCNAMARA, Principal, High School of Commerce, New York. What are we doing? What can we do?	Projects in Typing and Transcription. <i>Speaker:</i> Mr. RUPERT P. SORELLER, Shorthand to Music. <i>Speaker:</i> Miss MARTHA E. BOWEN, formerly of Wilby High School, Waterbury, Connecticut.

February 5, 1927	<p>What The Guaranty Trust Company expects of a junior stenographer, a senior stenographer, a secretary.</p> <p><i>Speaker:</i> Mr. W. E. VAN WERT, Assistant Vice-President.</p>	<p>How are different kinds of schools meeting these expectations?</p> <p><i>Speakers:</i>  <i>Senior High School:</i> Mr. C. W. HAMILTON, Baitin High School, Elizabeth, N. J.  <i>Junior High School:</i> Mr. S. J. JASON, Administrative Assistant, Walton High School.  <i>Continuation School:</i> Miss ROSE B. SMOLEN, Girls' Brooklyn Continuation School.  <i>Private Business School:</i> Miss GRACE L. DAMON, Hefley School, Brooklyn.</p>	<p>What we expect of commercial education from the Junior High Schools.</p> <p><i>Speaker:</i> SUPT. BENJAMIN VEIT, New York City.</p> <p>What are we doing? What can we do?</p>	<p>How are teaching results in shorthand improved by achievement tests?</p> <p><i>Speaker:</i> Miss WILLA M. DUSE, State Teachers' College, Valley City, North Dakota.</p> <p>How are teaching results in typewriting improved by achievement tests?</p> <p><i>Speaker:</i> Mr. HAROLD H. SMITH.</p>
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## All Day Conference April 2, 1927

April 2, 1927 Morning Session	<p><b>BUSINESS PRACTICE</b> 10:00—10:30</p> <p>What the New York Edison Company expects of a junior stenographer, a senior stenographer, a secretary.</p> <p><i>Speaker:</i> Miss MARION BRAINARD, Manager, Bureau of Education.</p>	<p><b>SCHOOL PRACTICE</b> 10:30—11:00</p> <p>How are different kinds of schools meeting these expectations?</p> <p><i>Speakers:</i>  <i>Senior High School:</i> Mr. P. I. TOWLE, East Orange High School, N. J.  <i>Junior High School:</i> Mr. WILLIAM A. MILLER, Grover Cleveland Jr. High School, Elizabeth, N. J.  <i>Continuation School:</i> Miss EMILY MANNING, Bronx Continuation School.  <i>Private Business School:</i> Mr. JOHN W. HERNFELDT, Pratt School, Manhattan.</p>	<p><b>ORGANIZATION PROGRAM</b> 11:00—12:00</p> <p>How can we most effectively select and guide our shorthand pupils?</p> <p><i>Speaker:</i> Mrs. MARTHA J. BALDWIN, White Plains High School.</p> <p>How can we most effectively select and guide our typewriting pupils?</p> <p><i>Speaker:</i> Miss MAUDE SMITH, High School of Commerce, Yonkers.</p>
Afternoon Session	<p><b>LUNCHEON</b> 12:00—2:00</p> <p>Address by Mr. ARTHUR SUGARMAN, Colleague Secretarial Institute, New York City, and others to be announced later.</p>	<p><b>TEACHER TRAINING</b> 2:00—4:00</p> <p>What Commercial Teacher Training facilities should be provided to meet the needs of Commercial Education?</p> <p><i>Speakers:</i>  DEAN PAUL KLAPPER, College of the City of New York, The School of Education.  DEAN JOHN WILLIAM WITHERS, New York University, The School of Education.</p>	<p><b>MAKING MERRY</b> 4:00—</p> <p>Tea will be served at 4 o'clock. The light fantastic will then be the order.</p>

## National Commercial Teachers' Federation Convention Preparations Stir Wide Interest

**N**ATIONAL Commercial Teachers' Federation, which is to hold its twenty-ninth annual sessions in Chicago December 28th, 29th and 30th, is making preparation for one of the biggest and best meetings ever held by the Federation. A great deal of interest is being manifested in

the work of the Federation and President Wheeler appreciates the hearty support and coöperation that he is receiving from teachers and officials in both public and private schools all over the United States.

The following have been appointed Regional Chairmen:

### Regional Chairmen Appointed

Dean Lee Bidgood, University of Alabama; Mr. A. M. Bruce, Massey Business College, Birmingham, Alabama; Mr. Jack Cason, Warren High School, Warren, Arkansas; Mr. E. O. Colvin, State Teacher College, Greeley, Colorado; Mr. H. E. Barnes, Barnes Commercial School, Denver, Colorado; Mr. W. E. Douglass, Goldey College, Wilmington, Delaware; Miss Florida Waite, High School, Pensacola, Florida; Mr. Eugene Anderson, Georgia-Alabama Business College, Macon, Georgia; Mr. A. H. Williams, Normal University, Normal, Illinois; Mr. C. R. Crakes, Moline, Illinois; Mr. H. M. Owen, Brown's Decatur Business College, Decatur, Illinois; Mr. M. E. Studebaker, Ball Teachers' College, Muncie, Indiana; Miss Helen Haynes, Manual Training High School, Indianapolis, Indiana; Mr. M. H. Lockyear, Lockyear's Business College, Evansville, Indiana; Dr. E. G. Blackstone, University of Iowa, Iowa City, Iowa; Mr. Clay D. Slinker, Independent School District, Des Moines, Iowa; Mr. B. F. Williams, Capital City Commercial College, Des Moines, Iowa; Miss Edythe L. Trickett, Kansas State Teachers' College, Pittsburg, Kansas; Mr. H. S. Miller, Wichita High School, Wichita, Kansas; Mr. C. C. Hawkins, Emporia Business College, Emporia, Kansas; Miss Mary A. Welby, Senior High School, Lexington, Kentucky; Mr. R. H. Lindsey, Spencerian Commercial School, Louisville, Kentucky; Mr. E. H. Norman, Baltimore Business College, Baltimore, Maryland; Mr. E. H. Pennell, State Normal School, Kalamazoo, Michigan; Miss Leona Bean, Central High School, Grand Rapids, Michigan; Mr. W. M. Dowden, Lansing Business University, Lansing, Michigan; Mr. B. B. Beal, Hibbing High School, Hibbing, Minnesota; Mr. Walter Rasmussen, Rasmussen Practical Business School, Saint Paul, Minnesota; Mr. J. D. Delp, State Teacher College, Springfield, Missouri; Mr. R. B. S. Peters, Manual Training High School, Kansas City, Missouri; Mr. G. A. Hanke, Brown's Business College, Saint Louis, Missouri; Mr. H. B.

Boyles, Boyles College, Omaha, Nebraska; Miss Alice O. Frazee, Senior High School, Atlantic City, New Jersey; Mr. Robert T. Cecil, Cecil's Business College, Asheville, North Carolina; Mr. Herman J. Brendel, University of Dayton, Dayton, Ohio; Miss Aida M. Brewer, West Commercial High School, Cleveland, Ohio; Mr. F. L. Dyke, Dyke School of Business, Cleveland, Ohio; Mr. Willard Rude, State Agricultural College, Stillwater, Oklahoma; Miss Edith White, High School, Tulsa, Oklahoma; Mr. C. W. Stone, Hill's Business College, Oklahoma City, Oklahoma; Mr. C. D. Moore, Langley High School, Pittsburg, Pennsylvania; Mr. F. P. Taylor, Taylor School, Philadelphia, Pennsylvania; Miss Florence Stulken, University of Texas, Austin, Texas; Mr. W. M. Roberts, Tyler Commercial School, Tyler, Texas; Mr. F. Y. Fox, L. D. S., Business College, Salt Lake City, Utah; Mr. E. F. Burmahln, E. C. Glass High School, Lynchburg, Virginia; Mr. Morris M. Edgar, Dunsmore Business College, Staunton, Virginia; Mr. W. B. Elliott, Elliott Commercial School, Wheeling, West Virginia; Mr. Paul A. Carlson, State Normal School, Whitewater, Wisconsin; Mr. R. J. Blair, Washington High School, Milwaukee; Mr. W. G. Puffer, Fountain City Business College, Fond du Lac, Wisconsin; Miss Catherine F. Nulty, University of Vermont, Burlington, Vermont; Mrs. S. F. Evatte, Draughon's Business College, Greenville, South Carolina; Miss Anna Lula Dobson, 315 High Street, Winston-Salem, North Carolina; Mr. John W. Edgemond, Director of Commercial Work, Oakland, California; Dean Thomas L. Noel, Georgia School of Technology, Atlanta, Georgia; Mr. J. Lee Rice, Butte Business College, Butte, Montana; Miss Zena Nelson, High School, Kearney, Nebraska; Miss Anne Hamill, Julia Richmond High School, New York City; Miss Alice V. Wylie, Office Training School, Memphis, Tennessee; Mr. J. O. Chancey, Bessemer High School, Bessemer, Alabama; and Miss Alice Louise Smith, Monroe High School, Monroe, Louisiana.


## Has Your School "Cinched"

One of the Federation's

### 100% Certificates?

*If not send in your faculty memberships without delay.*





## SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

ON another page of this issue we are giving you the program of the New York City Gregg Shorthand Teachers' Association program for the season, as the work mapped out by this society may prove suggestive to other organizations in planning their work for the year.

In the letter accompanying it to members of the G. S. T. A., Mr. Paul S. Lomax, the president, says:

"In this program we are considering business practice and school practice side by side in an effort to learn desirable adjustments that should be made in the interests of the thousands of boys and girls who are enrolled in commercial subjects.

"The work of the commercial teacher is conceived, not by itself, but in its relationships with the entire educational system and with the business world. The teaching of pupils today is highly differentiated among numerous subject groups of teachers. The same is true, in large measure, of the supervisory and administrative side of educational endeavor. If a purposeful unity is to be maintained in the education of American youth, that unity must be consciously achieved by the cooperative efforts of teacher, principal, supervisor, and administrator. This means that they must see education whole in all its manifold relationships. The work of the commercial teacher is as big as the entire field of education simply because his pupils are the recipients of that total education.

"The big field of service of commercial education in the future will increasingly be measured by its effective integration with the whole field of education. Commercial teachers must deal with education on a more comprehensive scale, even as superintendents, supervisors, principals, and teachers of other subject groups must seek to have an intelligent working appreciation of the field of commercial education in which more than one-third of the secondary school population is enrolled."

The G. S. T. A. gets together at 12:30 at the Hotel Pennsylvania on the dates listed in the program, lunches at 1:00 and opens its

discussions at 2:00 p. m. The luncheons and meetings are open to all commercial teachers and to all school officials, and the executive committee hopes you will plan any trip you contemplate making to New York City for a time that will make it possible for you to attend.

Just send your luncheon reservations to the secretary two days before the meeting, and a place will be prepared for you!

IT is pleasing to report that our good friend Mr. John V. Walsh, has secured his M. A. degree from Fordham University this year. He gained his B. A. from the College of the City of New York several years ago. Mr. Walsh has been chairman of stenography at Morris High School, New York City since 1917, and has been primarily responsible for the excellent work done in that department. New York University also has had the benefit of Mr. Walsh as an instructor in methods in commercial subjects in the School of Commerce, for the past six years. Mr. Walsh is the author of the "Teachers' Manual for Office Practice and Business Style." Upon his step up the ladder of educational attainment we congratulate Mr. Walsh.

DR. WALTER P. STEINHAUSER, for the past seven years director of the Department of Business Administration of the Tome School for Boys at Port Deposit, Maryland, purchased the Le Master Institute last July and has removed the school from East Orange, New Jersey to Asbury Park. This institution was founded in 1908 by Mr. Charles A. LeMaster. LeMaster died in August, 1923, since which time his wife, Mrs. Mary A. LeMaster, with the aid of an able faculty, has been conducting it. Under the presidency of Doctor Steinhäuser, the institution will be-

come a Junior College for Men, and will embrace the following departments:

College of Liberal Arts (offering standard freshman and sophomore courses to meet entrance requirements of professional schools and colleges); School of Business Administration; School of Secretarial Science; School of Commercial Teacher-Training; Evening Extension School; and a Summer School.

A commodious building of four stories in the residential section of the city has been leased, which will be used exclusively for college purposes. Modern equipment has been installed and a faculty of college- and university-trained men and women appointed.



**T**HE September 19-20 issue of the Sarasota, Florida, *Times* devotes a full page to a description of the excellent work being done by the Sarasota Business College and to messages of congratulation from leading business men in the community to Mr. and Mrs. Lacey Vaughan on the second anniversary of the school. We add our own congratulations and best wishes for continued success.



**A** NEWSPAPER clipping from the *Rochester Democrat and Chronicle* of July 16, gives details that will be of interest to many of our readers who have not already learned of the appointment of Mr. Charles E. Cook as director of Business Education in the Rochester public schools.

Mr. Cook, as the account tells us, succeeds Seth B. Carlin, now principal of Packard Commercial School in New York City, who resigned in June, 1925, and for whom he has been acting since then. He was graduated from Bergen High School in 1903; and studied at Syracuse University one year, when he left to engage in the lumber business. In 1908, he took the business course in Rochester Business Institute. In 1910 he was assigned as a teacher in the commercial department of West High School.

The Board of Education, in announcing Mr. Cook's appointment, said:

"During the sixteen years of his continuous service as teacher of commercial work in the West High School, he had the very great advantage of having at the head of his department two of the ablest men in the country in business education, Fred G. Nichols, now Professor of Business Education in Harvard

(Continued on page 94)

## Problems and Questions in Commercial Law

By

Arnon Wallace Welch, A.M., LL.B.

This is a pad of laboratory material designed for use with commercial law classes in all types of schools.

### LEADING FEATURES

1. The human interest problems are concrete and practical, and will add life and interest to the subject.
2. They give the student abundant practice in analyzing situations and in applying principles.
3. They provide sufficient drill to drive home every principle.
4. The problems and questions are printed in pad form, with spaces left for the answers. The leaves are perforated, so that they may be easily removed.
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6. "Problems and Questions in Commercial Law" is not a basal course, but may be used with any commercial law textbook.

As a teacher of commercial law, you will readily recognize the importance and tremendous value of the subject to your students when the discussion of principles is followed up with concrete drill on original, live, and interesting problems.

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The list price of 80c. is subject to the usual school discount.

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# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *The New Rationals*

**T**YPEWRITING teachers will be interested in learning something about the two New Rationals recently announced—the “1927 Edition” and the “Intensive Course.”

In the first place, the changes consist mainly of refinement in method and in content; but these, we are sure, are going to prove vastly more important than they appear on the surface. For example, one of the first things that has been done is to introduce each new section in the keyboard technique lessons with a “touch drill” which makes the approach to the frequency drills much simpler. These drills have a real value in introducing the new keys and they also make a direct appeal to the interest of the student, because they are set in typewriter type, thus giving him an opportunity to check his first work against ideal copy. This principle is used in the beginning lessons only, however, and the leading feature of the “New Rational” idea—namely, training students to convert one kind of copy into another—is retained.

One of the most important changes made in the early lessons has been the substitution of the Harvard list of One Thousand Commonest Words for the Ayres’s list used in the first edition. The Harvard list is more recent and is based on more scientific research.

A change has also been made in the technique of preparing the repetition drills. For the sake of maintaining the interest of the student—which is an important factor in his progress—the amount of repetition work has been reduced *without reducing the amount of drill*. All of the repetitive drills are adapted to the use of the phonograph records.

The instructions throughout have been made very explicit—particularly in the beginning lessons—and in all cases have been incorporated in the assignments. Illustrations have been increased in number and placed more advantageously. The x-ray charts, particularly, have been vastly improved. Instructions relating to the operative parts of the

machine have been introduced progressively. Figure drills have been increased in number and improved in quality. The new material, owing to its educational nature, will be welcomed by teachers. The “Speed Studies” and the accuracy tests (after the Twelfth Section) have been set up to conform to the general plan of the tests furnished by the typewriter companies. The section on business correspondence has been improved by a larger number of illustrations and by increasing the size of the illustrations of letters. All of these are now grouped in one place and form part of the laboratory assignments. Some of the more difficult handwritten drafts have been eliminated, or substitutions made; on the whole they have been reduced in number.

These are only a few of the major changes that have been made, but teachers will quickly appreciate the care and thought that has been given to perfecting the book as a whole. The first edition of the New Rational marked a mile-stone in the advancement of typewriting instruction; it gave a really new conception of the subject. The results obtained with the New Rational were far beyond anything achieved before. In the “1927 Edition” that book has simply been taken for the ground work, and the whole organized and brought to a greater state of perfection.

The “Intensive Course,” which is based on the “1927 Edition,” but on an entirely different plan of organization, is especially adapted to the business school, or other schools that wish an intensive but complete presentation. This book goes a little farther with the development of the subject, because it is intended as a complete presentation including a sufficient number of advanced projects in typing to develop technical skill in handling new problems. The organization of this book makes it fit wonderfully well with the usual eight months’ or one-year course in the business school. Under average conditions, the book should be completed in four months. Complete correlation with transcribing is assured,

however, at the end of the third month. This plan makes it possible for the business school to teach effectively the four major subjects of the secretarial course—namely, shorthand, typewriting, secretarial studies, and business English—in the time usually allotted to them.

"Junior Rational Typewriting" will be ready by the time this announcement is printed. If you are interested in typewriting in the Junior High School, by all means send for a copy and see for yourself how the problem has been handled scientifically and interestingly.



## Obituary

Abbie A. Brown

IT is with profound regret that we announce the death of Miss Abbie A. Brown, who for more than twenty-five years has been the head of Miss Brown's School of Business, Milwaukee, Wisconsin. Her vigorous personality and business acumen wrote an interesting page of history in commercial education in Milwaukee. She began her venture as a public stenographer. Later she found her services demanded to instruct others in the steno-

graphic art. From the small beginning of just one student a large and influential business school has developed.

We know that the good work Miss Brown did will be carried on by Miss Ruth Foster and Miss Josephine Wilson, who have been in active management of the school for several years.

Our sympathy is extended to the bereaved ones.



## Dictionary Winners—These 90% Clubbers

IN a number of schools for some reason it is not possible to secure a 100% subscription list for the *Gregg Writer*. Therefore we send the de luxe "Gregg Writer" Edition of the Shorthand Dictionary to every teacher sending us the subscriptions of from 90% to 100% of their pupils. The 100% entries are published in the *Gregg Writer* and those between 90% and 100% are published in the *American Shorthand Teacher*. If, by sending in additional subscriptions during the year, your percentage is raised to 100% let us know, so that we may print your name in the *Gregg Writer* list of 100% teachers.

### California

John N. Beattie, Alhambra High School, Alhambra  
Mrs. Irene D. Pringle, Garden Grove Union High School, Garden Grove  
Sister M. Gilberta, St. Agnes' High School, Los Angeles  
M. Paine, MacMaster-Paine Business School, San Francisco  
Enriqueta Palmer, Watsonville Union High School, Watsonville

### Colorado

Hazel Wise, Alamosa High School, Alamosa

### Connecticut

Rosella J. Talcott, New Milford High School, New Milford

### Delaware

Mrs. Edna G. Thompson, Thompson's Private Business School, Wilmington

### Illinois

F. D. Mans, Bridgeport Township High School, Bridgeport  
Helen M. Tuttle, Canton High School, Canton  
Sister M. Delphina, St. Augustine School, Chicago  
Lillian Murray, Community High School, East Peoria  
Esther B. Scott, Illinois State Normal University, Normal  
Mary Alletta Dodd, Springfield High School, Springfield  
Olive Livingston, Waukegan Township High School, Waukegan

### Indiana

Elizabeth Davis, Hammond High School, Hammond  
Eugenia McDonnell, Whiting High School, Whiting

### Iowa

N. Ruth Leader, Clarion High School, Clarion  
Nora McWilliams, Odebolt High School, Odebolt

### Maine

Dorothy R. Guptill, Sullivan High School, Berwick

### Maryland

Mary E. Tonis, Mount Airy High School, Mount Airy

### Massachusetts

Helen C. Dimitroff, Lasell Seminary, Auburndale  
Lillian M. Paine, Barre High School, Barre  
Sisters of the Holy Child Jesus, St. Mary's School, Melrose  
Nettie E. Elliot, Seltuate High School, Seltuate

### Michigan

Sister M. Leonilla, St. Joseph's School, Bay City  
Wanda Walker, Crosswell High School, Crosswell

(To be continued)

# The Secret of Successful Shorthand Teaching

By Florence E. Ulrich

Editor, Art and Credentials Department of the " Gregg Writer "

## Why Should You Use the Blackboard in Your Work?

ONE reason why blackboard writing is so effective in teaching shorthand is that students are more apt to see than to hear. That is why, in literature, authors draw word pictures that the reader can see rather than appeal to the other senses. We have a few exceptions, such as Lamb's dissertation on roast pig and Van Dyke's essay on fried bacon, but, generally, the appeal is made to the visual sense. Recognizing this fact, considerable emphasis is being placed on visual education in the school curriculum. The quickest appeal and the more lasting appeal can be made through the eye.

In the classroom, I have noticed that students become restless if compelled to listen to a lengthy discourse on the principles of shorthand, but as soon as the teacher goes to the board to write, they immediately are alert and attentive, which is another reason why the blackboard should be used.

### *Blackboard Illustrations Show Class "How" as Well as "What" to Write*

Aside from the attention it compels and the lasting effect of the appeal that it has, illustration helps the student to grasp the subject more easily, and he, having seen how an outline is to be written, is not so likely to make errors. Children sometimes get peculiar impressions from their instruction, if these instructions are not carefully defined, and, naturally, part of the teachers' problem is to learn of those erroneous impressions and correct them. A teacher of history tells of having given his class a talk on Abraham Lincoln, explaining that the president's assassination was one of the greatest tragedies in history. The next day he asked the class how Lincoln was killed, and several members of the class

answered that he was shot, but one boy, older than the others, answered, "I don't think Lincoln was shot. I think he just took assassination and died."

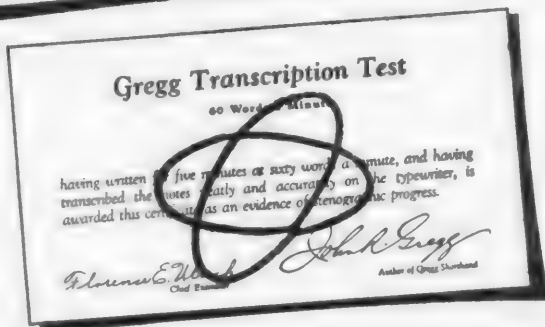
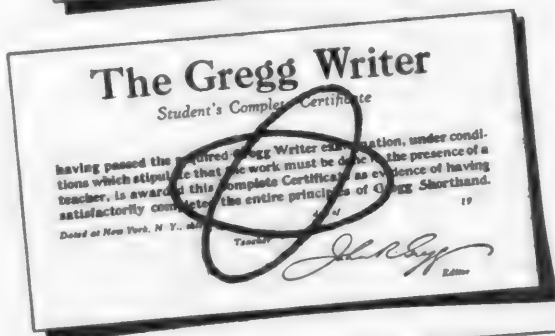
### *Avoid "General Disaster"!*

It may not always be the use of a word that bothers them. Sometimes pupils do not read correctly and so get erroneous ideas, as evidenced by another instance told by a professor in an Indiana University. While teaching in a country school, he asked the history class, "Who was the Confederate general at the Battle of Antietam?" and one boy promptly replied, "General Lee and General Disaster." Asked what he meant, he explained that that was what the history said. He brought the book, pointing out the sentence which read: "After the Battle of Antietam, General Lee fell back and general disaster followed." "And," said the boy triumphantly, "if General Disaster was not one of the generals, then the history is wrong."

### *Students Take You Literally*

I recall an instance where a student entered our school presumably having finished her Manual satisfactorily, and ready for dictation practice. Reviewing her shorthand notes, I discovered that she attached all the circles to the strokes instead of joining them in the natural way. When I questioned her as to why she did that, she answered, "Why I have always written them that way, because my teacher told me that the shorthand circle was made like the longhand o, so I join it the same as I would o." Had the teacher supplemented her explanation with an illustration of the circle joining, this student would not

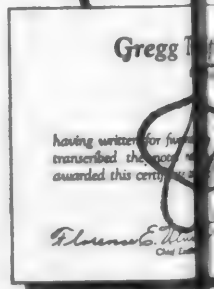
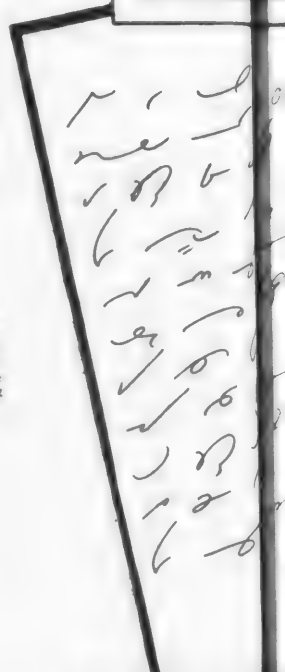




### Annual O. G. A. and C. T. Contests

The competition for the O. G. A. and C. T. cups offered by the Gregg Writer is one of the most important features of the school year in hundreds of schools in this country and abroad. In addition to the silver cups there are cash prizes and honorable mention certificates for the teachers, as well as cash prizes, rings, pins and certificates for the students. Pictures of the cups are given on the other side of this poster.

The Competent  
fifty or more words a  
copy printed each name  
practiced as often as



The material  
regularly to teachers  
is given to those who  
minute, a silver medal  
words a minute

Copies of this poster, for your bulletin board,

is awarded to those writing  
than five errors, using the  
Winter. The copy may be



000

## Traction Test

words a minute, and having  
the typewriter, is  
steno-graphic progress.

*John H. Gregg*  
Author of *Quick Shorthand*

Transcription Tests is sent upon request. A bronze medal was awarded twenty-five words a minute quality at one hundred fifty



## Certificate of Junior Membership

This Certifies that

having passed the required test which denotes a practical working knowledge of the technique of typewriting as presented in the first twelve lessons of National Typewriting, is awarded the Certificate of Junior Membership in the Order of Artistic Typists.

BOARD OF EXAMINERS

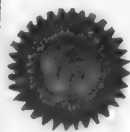
Reginald C. Roberts

*Deland B. Baker*

Frederic E. Hluch

### Summary

2004 Aug



Admission to the Order of Gregg Artists is granted to those submitting an acceptable specimen of shorthand penmanship in accordance with the rules of the Order.

**Order of Gregg Artists**  
Certificate of Membership

having passed the required test, and having received the recommendation of the Joint Board of Examiners, is hereby granted Membership in the Order of Gregg Artists.

Flora E. Ulrich

### Index of Group Members

## Gregg Transcription Test

100 Word 

having written for five minutes at one hundred words a minute, and having transcribed the notes neatly and accurately on the typewriter, is awarded this certificate as an evidence of stenographic proficiency.

Fluoride E. White  
Chief Engineer

Author of *Grass Shovelers*

## A Club Prize for Every Class

In order to make the Credentials work more interesting, the Gregg Writer offers a prize to the writer of the best paper in every club of fifteen or more transcription test papers or ten or more of any of the other tests. These awards are graded according to the number of papers in the club, and range from the bronze emblem pin given to the writer of the best paper in a club of ten or more. The awards are bronze, sterling silver and gold pins and sterling silver and gold rings.

*1, 2 and in two colors, will be sent you on request.*

have acquired a habit that took some little time to correct.

Because, then, blackboard illustration in the presentation of a shorthand lesson will beget and hold the attention of the students, convey more quickly and with more lasting effect the idea you want to convey, and will, at the same time, give the pupils the proper concept of correct notes, blackboard writing is indispensable to the teacher of shorthand.

### *We'll Help You With Your Practice*

If there are any of you who are hesitant about writing on the board before the students, overcome that hesitancy at once. Prac-

tice of the Teachers' Blackboard Contest copy published in the *American Shorthand Teacher* last month is one good way to get used to writing on the board. If you are in doubt about any of the outlines, make a pen-written copy and send it to me for review. I shall be glad indeed to criticize it, and offer suggestions that will help you in subsequent practice.

The suggestions following may be used in presenting this month's O. G. A. test. Careful study and practice of the outlines in the plate reproduced here will enable you better to anticipate the errors likely to appear in your students' work.

And don't forget that Blackboard Contest!

## *Class Drills on the November O. G. A. Test*



**M**ORE life and enthusiasm can be brought into the penmanship class, if some of the words from the O. G. A. test for November are used to supplement the penmanship drills to be found in the *Gregg Writer*. For instance, while practicing the outlines in Drill 1, you might dictate the words *late*, *Dickens*, *readiest*, and *taken*. Emphasize the fact that *l* in *late*, *k* in *Dickens*, *r* in *readiest* and *k* in *taken*, are to be kept up in a horizontal position and that the circles are so joined that if cut off, a perfect union of *lt*, *dk*, *rd* and *tk* would be left. Check proportion and size of circles and insist on all of the writing being done with free, fluent movement.

You might introduce the word *stating* in the second drill, pointing out that *t* is short

and almost perpendicular in slant after *s*, and that *st* must be written swiftly with one impulse of the pen. Then give the words, *mistress*, *training*, and *utterances* for additional practice. If any of the students have difficulty writing the curves, give them more drill on the first penmanship lesson published last month and use the words in the O. G. A. test for supplementary exercise.

*Gallery*, *concurrent*, *ungrateful*, *locked*, *transcribing*, and *clear* are good words to introduce after the students have practiced the exercises in Drills 3 and 4 of the *Gregg Writer*, but see to it that the same free, easy style of writing is maintained.

Teachers who wish to have the students' shorthand notes reviewed, may send specimens of work done on the speed drill in the last part of the penmanship lessons in the *Gregg Writer*. I shall be glad to examine their work and report to you.



## *Teacher Certificate Winners*

### *O. A. T.*

T. Collins Funk, St. Petersburg, Florida

### *Transcription Test*

*Silver Medal*

*150 Words a Minute*

Lola Maclean, Detroit Commercial College, Detroit, Michigan

### *O. G. A.*

M. E. Frazey, Hendersonville High School, Hendersonville, North Carolina

Irma Anderson, Manual Training High School, Peoria, Illinois

Marie George, Lacrosse High School, Lacrosse, Wisconsin

Perina Piziali, Sturgis High School, Sturgis, Michigan

Adella Shedenhelm, Tiffin Business University, Tiffin, Ohio

Hazel Stine, Tiffin Business University, Tiffin, Ohio

Mary A. Sigworth, Antioch High School, Antioch, Illinois

Elizabeth Fetter, Anderson High School, Anderson, Indiana

Margaret Britton, Knoxville High School, Knoxville, Tennessee

Mrs. W. B. Francis, Sam Houston High School, Houston, Texas

Mabel L. Zika, Keokuk High School, Keokuk, Iowa

Doris G. Potter, Homer High School, Homer, Louisiana

Frances Manor, Orange High School, Chagrin Falls, Ohio

Lola F. Ridgeway, Windom High School, Windom, Minnesota

Anna D. Costello, Riverton High School, Riverton, Kansas

Charity F. Baker, Union High School, Vancouver, Washington

Katie Roberts, Draughon's Practical Business College, Knoxville, Tennessee

Helen E. Graefe, Luther Wright High School, Ironwood, Michigan

Lu E. Coney, Waukegan Business College, Waukegan, Illinois

Lola L. Burke, Orlando High School, Orlando, Florida

Mabel Simon, Tioga, North Dakota

Allice S. Erie, Lemars High School, Lemars, Iowa

Miss S. Scribner, Gregg School, Chicago, Illinois

Mrs. Anna C. Firman, Central High School, Louisville, Kentucky

Dollie Freeman, Cecil Business College, Asheville, North Carolina

# O. G. A. TEST COPY

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*Business Department Meeting of the*

## *National Education Association*

*(Report concluded from the October issue)*

### *Afternoon Session, Thursday, at Peirce School*

**T**HURSDAY afternoon, July 1, the session took place at the Peirce School of Business, Pine and 15th Streets, Philadelphia. Improvement of Classroom Instruction was the keynote of the afternoon's discussion, and some very able papers were presented. To *ye scribe*, it was significant that all the shorthand discussion was based on Gregg Shorthand, which enlightens us as to the more constant use of this system in the schools of America. The chair was taken by Mr. John G. Kirk, who handled the program with ability.

#### *Method of Presenting Shorthand Theory at Hutchinson-Central, Buffalo*

"In order to obtain greater economy in the learning process of the pupil," said Miss Juvenilia Caseman, teacher of commercial subjects, Hutchinson-Central High School, Buffalo, New York, "the teaching of shorthand should follow the major laws of learning—the laws of readiness, exercise and effect. . . .

"Since learning is reacting and is never a passive process, the reactions to which we give birth result in learning. Thus shorthand teaching should follow a procedure based on precise practice and presented in life situations. The procedure outlined is:

The pupil must be made to appreciate the need to learn shorthand. This need is presented in the form of a problem to write and read shorthand symbols. The teacher sets the model of shorthand outlines on the board. Then the pupil imitates this model. He evaluates and criticizes his own work. Drill is given on the outlines to be mastered and the entire sentence is then practiced. The teacher tests the pupil to show teaching results in the pupil learning.

The shorthand lesson is presented to the class following the above steps and each new consonant, vowel, or rule learned is given in the form of a sentence situation, however simple, and the need for the new skill is shown the pupil. The pupil is led to solve the problem by his own knowledge of the shorthand symbols.

"General and specific objectives have been set up for the teaching of shorthand. They are:

To acquaint students with stenographic requirements and with the opportunities in the stenographic, secretarial and reporting fields. To develop stenographic or secretarial power by an effective correlation of technical skill, with a knowledge of business pro-

cedure. To develop in the pupils a thorough knowledge of the principles of shorthand and to build that degree of skill in the use of these principles which is essential in taking dictation and transcribing on the typewriter. To inculcate in the pupils specific workmanship standards, attitudes and appreciations to serve as standards of conduct in the use of specific shorthand knowledges and skills in business situations. To make definite and purposeful application in shorthand activities or related knowledges and skills from such subjects as English, Typewriting and Business Practice, to the end that the total high school education of the pupil may be vitalized and unified for his most effective use in occupational and other life experiences."

With the laws of learning to serve as a foundation, a knowledge of how the pupil learns to secure economy in the learning process and definite objectives to guide the teaching, the shorthand can be learned in a most efficient way. These were the thoughts contributed under the heading of Improvement of Instruction in Shorthand.

#### *Significance of Recent Studies in Typewriting*

In the realm of typewriting, Mr. Clyde E. Rowe, head of the Commercial Department of Garrick High School, Pittsburgh, dealt with the "Significance of Recent Studies in Typewriting." In part he said:

Hundreds of dollars and hours, to say nothing of mental energy and agony can eventually be saved by the further development of research in typewriting. Research in this field is now in comparative infancy, but several recent studies based on psychology with analyses of time, motions and copy point to a great increase in efficiency of instruction in typewriting. We can scarcely expect to improve instruction in typewriting until we know more about the mental, muscular and mechanical factors involved and their coordination. Every teacher may become a self-appointed research worker, and keep in touch with what is being done through magazines and Universities. The time may then be not far distant when typewriting instruction and textbooks might become so efficient that typewriting could be learned in half the time and with half the present effort.

Mr. Rowe reviewed studies made in this country and in France. He pointed out the scientific spirit of these studies, their aim being to discover facts, and not to argue or to prove.

"As commercial teachers, we must be practical, for our work is tested by no general academic standard, but by a practical one. The way to more practical instruction is through the gate of research."



### *Transcription Problems*

"Teaching Transcription" was the title of the paper of Miss Esther E. Hanna, West New York High School, West New York, New Jersey. "Transcription is certainly more than the ability to read shorthand notes and the ability to type that which is read back," Miss Hanna pointed out to the meeting. "Of course these two abilities are absolutely essential; but so also are the abilities to estimate the length of the letter, arrange the letter in correct form, spell, divide words into syllables, punctuate, paragraph, supply an appropriate word when an outline has been omitted or is illegible, recognize quotations, etc. These abilities may all be inculcated in the mind of the student by much practice. In fact, they should all become habits.

"With the very first lesson the work of transcription should begin. First, 'mixed drills' should be used. By mixed drills I mean work written partly in longhand and partly in shorthand. Paragraph work as used in 'Graded Readings' is far more effective than isolated sentences because it creates more interest. After lesson seven has been completed the letters in 'Gregg Speed Studies' should be transcribed on the typewriters. As soon as the students can transcribe these notes accurately and rapidly they should start to transcribe their own notes taken from dictation.

"It has been said, and rightly so, that if a student can write accurately and without hesitation the first thousand words he need not worry about the less frequently used words. As a part of the work in one of Mr. Barnhart's classes at Columbia University last summer, a committee of three attempted to show how the shorthand teacher can correlate shorthand, typewriting, and business English. We used Thorndike's thousand-word list and composed eight types of letters each illustrating a different construction or arrangement of letter. We also attempted to show how one letter could be varied so that the same letter need never be used a second time.

"Every letter which is transcribed should be arranged in correct business style as taught in the typewriting class, which, by the way, should be taught by the same teacher."

### *Salesmanship—Methods and Values*

Miss Helen Haynes, Emmerich Manual Training High School, Indianapolis, Indiana, read a most interesting paper dealing with *Methods and Values in the Teaching of Salesmanship*. Salesmanship classes have a two-fold value—for those who expect to join

selling staffs, and as a help to the shopper who by such training will appreciate the storekeeper's point of view and not expect the impossible from department stores. In the teaching of retail selling Miss Haynes' students are used part-time in the stores. Students taking this course as a rule still have to carry the regular courses which they are attending and this, of course, means evening work. When accepting positions the student employees should take the smaller jobs and learn from the beginning; not try to handle the large jobs. They can work up to those later.

It is necessary that the pupil have a high scholastic standing because the school day is entirely full with recitation and work periods, and all preparation of academic studies must be made at home.

### *Bookkeeping Researches*

"The Significance of Recent Researches in Bookkeeping," said Mr. Lloyd L. Jones, vocational counselor, West Commerce High School, Cleveland, Ohio, "is that they provide a way of determining the proper place and amount of work to be given in the curriculum of high schools.

"Perhaps the most recent and important study is that being conducted by the Cleveland Bookkeeping Committee," continued the speaker. "This committee is now receiving opinions from teachers, supervisors, business men, bookkeepers, and others interested in the subject. The Committee has worked directly with those engaged in the profession, to which the following leading questions were presented.

1. Has bookkeeping a place in high school?
2. In what year or years of high school should it be taught?
3. What do you, as a banker, business man, public accountant or auditor, citizen or officer charged with the duty of enforcing the law, want financial records to show?
4. What does the revenue department of federal and state governments want financial records to show?
5. What do you, as an accountant, bookkeeper, or bookkeeper's assistant, do?
6. What traits of character do you, as a business man, want your employees to possess?
7. What historical or social information can be used to dignify the bookkeepers job and assist in bringing a realization of these objectives?

### *Junior High School Organization*

"The Significance of the Latest Researches in the Organization of Commercial Education in the Junior High School" was the theme of the address of Mr. Harold B. Buckley.

supervisor of Commercial Education in the Philadelphia Public Schools. "Promotion is more a matter of individual ability and the quality of work done rather than it is of the kind of position held—is one of the most remarkable conclusions from a commercial occupations survey made in twenty-eight cities, large and small, in twenty-three states, with Massachusetts on the east and California on the west.

"A capable person, boy or girl, may secure promotion by rendering superior service in any position, however humble it may be. Good work always attracts attention. He who can do his job better than anyone else can do it often demonstrates his ability to handle a better job. Therefore, it is of little consequence what the job is so long as the worker shines in it.

"The modern school realizes that success in life depends upon direct emphasis on the personal and social qualities quite as much as on educational facts. The educated person must not be taught the content of a certain number of books but must know how to live as well as how to earn his own living—in a democracy the ability to earn a living is essential to good citizenship. It is the personal qualities that are fundamental in any position: Our personality (appearance, voice, and courtesy) gets the position; our character (habits of accuracy, neatness and self-reliance) holds the position; and the development of our aptitudes (doing the work we like) wins promotion.

"Today, the only public school commercial training which most boys and girls receive is from the junior high school, since most drop-outs occur in the eighth and ninth grades—of all who enter the ninth grade 53% go no farther. Therefore, the junior high school gives training in pre-employment subjects, with emphasis on immediate placement and on promotional possibilities."

Mr. Buckley then outlined instruction given in the Junior High Schools of Philadelphia by means of a "Placement and Promotional Chart" which gives the duties of the minor position open to boys and girls. This introductory work gives the students a fairly good idea of the relative duties of each such position and they are later given specific duties which would be called for in each position.

#### *Studies in Measurement*

"Commercial teachers are coming to look upon the movement for research with a spirit of open-mindedness," said Mr. E. G. Blackstone, in charge of commercial teacher training and supervisor of Commercial Education in the Experimental Schools of the State Uni-

versity of Iowa. "They are coming to realize that commercial departments can no longer be operated successfully on the basis of opinion only. They see that the business world has to rely upon research in order to pay dividends and that by adopting a spirit of willingness to be guided by measurement they gain the approval of business men.

"A modern teacher, unacquainted with the studies already made by such persons as Dr. Book, Miss Brewington, Miss Rollinson, Mr. Slinker, and Mr. Nichols may well be nervous as to her ability to teach and apprehensive of her right to assume the responsibilities of teaching young men and women in the commercial classes of our high schools.

"Because of the many studies in measurement which have been and are being made, confusion is apt to arise unless a central organization is established to guide and control the research activity of the commercial teachers of the nation by means of a long-time program of research.

"A central organization of this sort should consider such items as the need for experimental schools, for divisional research conferences, for an official research magazine, and for many detailed studies of learning processes and of standardized tests in the field of commercial education, and for numerous other items which cannot be considered here for lack of space.

"Such an organization working over a period of years could secure millions of dollars for research, could establish standard curricula for various types of schools, and could provide for greatly improved training for the million or more of commercial students in the high schools of the country," concluded Mr. Blackstone.

#### *Research Committee Provided For*

A lively discussion led by Mr. Earl W. Barnhart, in which a great many joined, followed. During the discussion, Mr. Malott offered the services of his department for the furtherance of the research work being done by the Association, and by a vote at the meeting his cooperation was accepted. Mr. E. G. Blackstone was named head of a Research Committee for the coming year. There was presented by Mr. Blackstone a summary of the research work that is now being conducted all over the country—a preliminary report which it is hoped will be expanded during the coming year.

A lively, rapid fire discussion ensued under the leadership of Mr. Barnhart and participated in by Miss Minnie A. Vavra (St. Louis), Miss Juvenilia Caseman (Buffalo), Mr. Harold B. Buckley (Philadelphia), and others.

# DICTATION MATERIAL

 to Shorthand Plates in *The GREGG WRITER*

## Lesson Thirteen

### Words

Allspice, ulcerous, combatant, comic, comma, committal, compact, concede, confine, confess, connote, canteen, counselor, cognizant, embark, embark, emulsion, impart, emphasis, imply,<sup>20</sup> unbend, imitative, engrave, enrapture, enlarge, uneasy, unalloyed, unfair, inapt, incautious, inception, infantry, mature, immature, extant, invert, excise, foreclose, forfeit, foreword,<sup>40</sup> furnish, subsidize, inexact, substantive, unfurnished, expedite, expletive, subdivide, subagency, cantar, cognition. (51)

### Sentences

Congress concluded its work yesterday. He made no effort to secure recognition before the convention. It is very difficult to<sup>20</sup> meet this unfair competition. Do you intend to have the picture enlarged? Such a trip will incur greater expense than<sup>40</sup> we can afford at this time. We purchased a lot in the new subdivision. He is very immature. He would<sup>60</sup> not impart to us any information as to how he got an extension to his furlough. We will not foreclose<sup>80</sup> the mortgage until we receive a confirmation of our wire sent yesterday. This furniture is very inferior. His income enables<sup>100</sup> him to enjoy life. (104)

## Lesson Fourteen

### Words

Contrive, contributive, contradictory, constrain, counterfeiter, counterpoint, extradite, extremist, extrication, exterior, exclusively, intercede, interchange, interlock, intrench, entrance, entertainer, intruder, instrumental, retrogression,<sup>20</sup> restricted, detractor, distributor, electrolysis, electric iron, electric fan, alternate, centerboard, centripetal, laterally, centerpiece, literalized, letterhead, nitrous, materialize, mattress, nutritious,<sup>40</sup> patriarch, patrol, patronage, Peterson, dejected, obstructed, retracted, unrestricted, reconstructive, interpreter, interrogation, ostracized, intervention, intermission, intercommunicate. (55)

### Sentences

The contractor made a liberal contribution to the electrical workers' relief fund. The extract from the book was uninteresting. He<sup>20</sup>

is interested exclusively in literary pursuits. The electrician misinterpreted the contract. Such extravagant methods will not contribute to the success<sup>40</sup> of this enterprise. We shall countermand the order for petroleum. Your new letterheads are very attractive. The entertainer left<sup>40</sup> the hall during the intermission. The Australian was instrumental in obtaining passage for us. If you would be strong you<sup>40</sup> must eat plenty of nutritious food. The electrical engineer furnished the plans for all the decorating. (96)

## Lesson Fifteen

### Words

Aggravation, aggressor, anteroom, anticlimax, anticipation, antitoxin, inclement, declined, recluse, hydrate, hydroplane, magnetic, McLean, multifarious, multitudinous, overflow, overhaul, McCoy, overheard, overjoy,<sup>20</sup> oversee, underbid, undercut, underdone, underwork, undergrowth, undertone, parachute, poster, circulate, circumflex, self-defense, self-possessed, supernal, suppress, shortage, circuitous, shipbuilder,<sup>40</sup> transact, shipload, transgress, suspicious, susceptible, intransitive, anterior, anti-trust, hydrangea, magnetism, overcoat, overshoe, undervalue, circumspect, self-made, grandson. (57)

### Sentences

You thoroughly understand that we can allow no extra discount in this transaction. The inclemency of the weather made it<sup>20</sup> necessary to postpone the concert. I cannot understand why you declined to transfer this stock. He entered a plea of<sup>40</sup> self-defense. Much damage was caused by the overflow, and a shortage in crops will ensue. He is a strong<sup>60</sup> advocate of the antitrust law. Mr. McLean's grandson will make a parachute leap from the airplane. The candidate for postmaster<sup>80</sup> is a self-made man and possesses great magnetism. Our organization is undergoing many changes. (95)

## Lesson Sixteen

## Words

Perishable, assailable, honorable, eligible.  
fallible, sensible, treble, crumble, bubble, as-  
cribe, ascription, needful, graceful, merciful.  
wasteful, spoonful, fretful, sorrowful, sense-  
less, pitiless,<sup>20</sup> tasteless, joyless, filament, sac-

rament, mildness, paleness, whiteness, whiten, richness, faintness, compose, composition, disrepute, transpire, inquest, prerequisite, cynosure, thyself, volition, expansion,<sup>40</sup> sentient, proficiently, fragmentary, Wentworth, forgetfulness, helplessness, apposition, adorable, chainless. (49)

### Sentences

The boldness of his request seems incredible. We are assured that the experiment will be highly successful. He gave an<sup>20</sup> admirable description of the ancient ruins. Speed and accuracy are not obtainable in a moment. Mr. Wentworth would not dispute<sup>40</sup> the statement made by the trustworthy clerk. If you aspire to such a position you must be patient and work<sup>60</sup> hard. This rod is so pliable that it is utterly worthless. In a breathless manner he gave a fragmentary description<sup>80</sup> of the explosion. The little child was very fretful. This orange is tasteless. (93)

## Supplementary Lesson Drills—I

### Lesson One

Edna, mark, camel, arrear, kicked, ragged, arcade, tagged, delta, lily, liquor, malady, racket, melt, Magee, regal, neck, gag, target, Madrid,<sup>20</sup> rattle. (21)

Eddie Magee can hit the target. The marine will not need the kit. Edna married the lad in Madrid. The<sup>20</sup> lamb would not take more milk. Will he get well? (30)

### Lesson Two

Felt, shred, Shelley, Ashby, cherish, jacket, plaid, ditch, Madge, shriek, barb, panic, lift, mesh, gash, jet, fibbed, jerked, Gillette, paved,<sup>20</sup> camper, frail, pamper, Melba, breed, bleed, flat, crib. (28)

Have the cattle been in here before? The trip which I plan for Melba will be brief. The deed will<sup>20</sup> reach Mr. Ashby before the play. The gift reached me at the pier. Please let him have the letter. (39)

### Lesson Three

Fellow, vetoed, mob, opaque, roguish, off, pork, borrowed, parole, fork, talked, alto, joke, porridge, torrid, prone, olive, optic, callow, coke,<sup>20</sup> Nero, colt, rocket, robbed, Jerome, goal, echoed. (27)

Don will play a good game of golf at Robey. I will not rock the boat if he will let<sup>20</sup> me row it on the lake. Dora bought a coat made of pongee at a shop in Moline. (38)

### Lesson Four

Pulp, budget, numb, Rugby, Dutch, nudge, cooked, rugged, yap, weird, walked, hubbub,

wolf, York, dwelt, shoved, rubbish, mush, Yiddish, tub,<sup>20</sup> twirl, uplift, crooked, hunch, twill, wigwam, wicket, wood, wore, Walker. (30)

Where can you get me a cook book? If you have not given your name to the judge, I fear<sup>20</sup> it will be too late. We shall yell for the Yale football team when you play at York. I cannot<sup>40</sup> do any more work for you for a week. (49)

36

The bank of contentment has no interest for us until we have made in it a deposit of service. (19)

## The Captains

From "The Eternal Masculine"

By Mary Raymond Shipman Andrews

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(Continued from the October issue)

Mory's is a low, wooden, two-story house on Temple Street. Trefethen, looking at it, as he and<sup>280</sup> Elliot turned the corner that evening, suddenly remembered it well. It had looked just like that, small and dirty-white,<sup>300</sup> twenty-five and thirty years ago. Up five or six steps and into a side door they went. In each<sup>320</sup> of the three or four rooms—low rooms, with bare floors and a few cheap sporting prints about the walls<sup>340</sup>—are perhaps three heavy oblong oak tables covered thick with initials cut deep into the top. They are initials of<sup>360</sup> students of Yale who for twenty-odd years have been making monuments of Mory's tables. Against the walls of some<sup>380</sup> of the rooms hang other tables, initial-covered, and the legs taken off. Freshmen are not allowed in this holy<sup>400</sup> place, but the three upper classes constantly give dinners here—little dinners of six or so, for the most part,<sup>420</sup> and the boys sing college songs all through them. The especial feature of such a meal is a chop, enormous<sup>440</sup> in size, and served on a plate twelve or fourteen inches across and supported by glorified potatoes. The chops and<sup>460</sup> potatoes at Mory's are famous.

Marcus Trefethen looked over the array of grouped letters, many of them standing for names<sup>480</sup> now on the country's roll of honor, carved when their owners were fresh-faced lads like these who stood about<sup>500</sup> him, who leaned over him with a big young hand now and then familiarly, comradelike, on his shoulder. Earnestly they<sup>520</sup> studied out famous name after name to show him.

"There's a futurity list, too, you know," Van Arden spoke in<sup>540</sup> his buoyant, eager way. "Here's Dickey Elliot's mark—football captain today, President of the United States tomorrow—who knows?"

"What's<sup>560</sup> the matter with Daisy Van Arden, editor Yale News today—Emperor of Russia next week-ski?" Jimmy Selden con-

tributed, and then,<sup>6880</sup> in an awed tone, with a big forefinger pointed to letters freshly cut, "Boys, here's Carl."

"Ah!" A sound that<sup>6900</sup> was half a groan came from them all in unison, and they leaned across each other's shoulders and looked. "C.<sup>6886</sup> R." and the year. There was a minute's serious silence as the heads bent, crowded together.

"It's a darned shame,"<sup>6940</sup> Dick Elliot said slowly, and then: "Well, let's have some eats. Our table's this way, Mr. Lord."

Selden's suggestions, though<sup>6960</sup> frowned upon, had been carried out rather closely. Pat O'Connor, indeed, turned up missing, but enormous chops and marvellous potatoes<sup>6980</sup> appeared, and Pearly Gates was on hand with the two gifts which made him a desired dinner guest. His father's<sup>6700</sup> fortune having been won by Gates's Pearly Capsules for Rheumatism, it was perhaps inevitable that the heir, Alexander, should be<sup>6720</sup> known in college as Pearly Gates. He was a Glee Club man with a remarkable voice, and, as Selden put<sup>6740</sup> it, a "peculiarly ready warbler," and also he was born with a marvellous ineptness for athletics which amounted to an<sup>6760</sup> inverted genius. It had been discovered that his *au naturel* descriptions of a sporting event threw a light on the<sup>6780</sup> occasion which could not be found otherwise; also it was impossible to him, though healthy and well made, to jump,<sup>6800</sup> run, vault, swim, skate, play football, baseball, tennis, or any known game.

"The blame thing can walk," Elliot assured Trefethen,<sup>6820</sup> patting the exhibit fondly as he inventoried his qualities. "Show the gentlemen how pretty you walk, Pearly," he urged, and<sup>6840</sup> Pearly beamed from behind his glasses and kicked out affectionately. "Trainer says he's made up all right," Elliot went on,<sup>6860</sup> "It's just a sort of foolishness of the muscles. We're proud of him, you know," he explained. "He's the only<sup>6880</sup> one. There isn't such a fool in college. Pearly, which will you do first, sing or tell Mr. Lord about<sup>6900</sup> the football game?"

"I'll do anything you want in about a minute," responded the obliging gentleman, "but I do like<sup>6920</sup> to chew this chop. Let me alone just a minute. Talk about me, but just let me alone."

"Now look<sup>6940</sup> here, Pearly," Jimmy Selden spoke severely. "I didn't get you here to eat—primarily, that is. You were asked here<sup>6960</sup> to sing and be foolish—now do your part like a man. You're to amuse Mr. Lord. That's what I<sup>6980</sup> got you for."

"You got him—I like your nerve," observed the host, outraged. "Am I giving this dinner, I'd<sup>7000</sup> like to know?"

And the songster stuffed food placidly as war went on over him.

"In a way—in a<sup>7020</sup> way, certainly," Selden agreed soothingly. "But you know, Dickey, you do give the rottenest dinners when my fatherly care isn't<sup>7040</sup> about you. You know you do. Now you'd never have thought of Pearly, would you? And he's going to be<sup>7060</sup> the life of the thing in a minute. Pearly—that's enough—tune up!"

"All right," agreed the sweet-tempered youth,<sup>7080</sup> and pushed his chair away a bit and tossed back his blond head, and out through the room floated, in<sup>7100</sup> the purest, most thrilling baritone, the words of "Amici."

Our strong band can ne'er be broken;  
Firm in friendship's tie,<sup>7120</sup>  
Far surpassing wealth unspoken,  
It can never die,

he sang, and the words and the young voice went to the<sup>7140</sup> soul of Trefethen. Twenty-five odd years ago a lad like these and other lads, his friends, had sung that<sup>7160</sup> song in these low, old rooms, and in their hearts was the promise—he remembered how hotly it had risen<sup>7180</sup> in his—that the good friendship would last out their lives. How had he kept it? What had he to<sup>7200</sup> show for the years—what that was worth the price paid—good-will toward the world, belief in ideals, altruism<sup>7220</sup> on fire to brighten the earth? Little by little he had paid these out, each bit wrapped in its cover<sup>7240</sup> of happiness, for a heap of money. The boys were all gone—the men—his friends—he had not seen<sup>7260</sup> any of them for years. He had not taken any interest. Now he thought of it, he had no friends.<sup>7280</sup> His fortune had followers; he had associates—that was all. And with that all the voices together rose happily in<sup>7300</sup> the chorus:

*Amici usque ad aras*  
Deep graven on each heart  
Shall be found unwavering, true,  
When we from life<sup>7320</sup> shall part.

"Hooray!" yelled Jimmy Selden vociferously. "Pearly, you're the shark on the warble. Now buck up and tell Mr.<sup>7340</sup> Lord how you saw the football game."

Pearly was seized with shyness. "You fellows make a fool out of me,"<sup>7360</sup> he complained. "No trouble at all," Selden assured him.

"It's this way, Mr. Lord," the pink-faced, spectacled, good-humored<sup>7380</sup> songster confided. "All these chaps pretend they see extraordinary things and talk about 'em with queer words an' things. An'<sup>7400</sup> I don't understand an' I don't think most of the others do. So I just tell 'em about how it<sup>7420</sup> looks to the eye of nature, an' they think it's funny. 'Tisn't funny. I don't think it's funny. I went<sup>7440</sup> to that game an' I ate my sandwiches in the open, on a shelf with more like me. Humans—rows<sup>7460</sup> of 'em—thirty thousand. The fellows trotted on, pitter-patter, lookin' foolish, and all of us cheered—thirty thousand. Then<sup>7480</sup> the other fellows trotted on, lookin' foolish, an' we cheered. I knew precious little what they were doin' in the<sup>7500</sup> game, but it was pleasant to know they were doin' their best an' that we had an object in bein'<sup>7520</sup> there 's long 's they kept it up. They squatted and reflected an' then they fell on each other, an'<sup>7540</sup> then everybody rose and yelled and waved flags and Yale had the ball—or else Harvard had it. Then they<sup>7560</sup> scattered out, and Harvard's red-head got hurt once in so often, and then twice somebody—I think Yale—kicked<sup>7580</sup> the ball over the shinto shine at the end. Oh, this is truck"—he appealed to



his *confrères*—"don't make<sup>7600</sup> me tell any more," he pleaded. And Trefethen shook with laughter as he had not shaken for years. "'S cruel<sup>7620</sup> to make sport of my infirmity," reasoned Pearly. "But it looked that way to me, anyhow."

The dinner was over;<sup>7640</sup> pipes came out of coat pockets. Elliot produced cigars for his guest of honor, and the military formation of the<sup>7660</sup> party "fell out" about the table; chairs grouped at every angle. Jimmy Selden pumped a profound sigh.

"Gosh! how Carl<sup>7680</sup> would have enjoyed them mushrooms" he said sorrowfully.

Dick Elliot's level black eyebrows drew into a frown. "I don't know<sup>7700</sup> if we'd better talk about Carl tonight," he said. "It's a pretty melancholy subject to drag a visitor in on,"<sup>7720</sup> and he turned to Trefethen. "You see, Mr. Lord," he explained, "the whole college is sore. Ruthven was popular with<sup>7740</sup> both the undergraduates and with the faculty. Everybody was proud of him. He was just a miracle, you see. A<sup>7760</sup> whooping good fellow, a fine student, but no grind, and a tip-top athlete. The worst is the race in<sup>7780</sup> June. There's nobody fit for his place. Harvard will likely smear us. It's taken the heart out of the whole<sup>7800</sup> business. It's hard on us all."

Van Arden spoke in his nervous, graceful way. "It's hardest on Dick, Mr. Lord.<sup>7820</sup> Ruthven was his roommate, and he and Dick had it arranged to go abroad after they graduated this summer. It's<sup>7840</sup> been cut and dried for two years."

"Yes, Dickey-bird's chief mourner, all right," Selden agreed sadly, and with that<sup>7860</sup> he burst forth: "If about four like us had Trefethen clasped inside these loving arms, we'd fit him for a<sup>7880</sup> career of sausage-meat pretty quick."

"I give you my word," Dick Elliot said, and he threw back his great<sup>7900</sup> shoulders and threw up his square chin, and his brown eyes blazed at Trefethen—"I give you my word, Mr.<sup>7920</sup> Lord, that if that man Trefethen should get alone with a bunch of us tonight, feeling the way we do,<sup>7940</sup> I'd hate to be responsible for his safety. I believe we'd hurt him."

This nervous English and the muscles that<sup>7960</sup> loomed back of it gave the guest of honor a sensation. He pulled at his cigar, and his eyes did<sup>7980</sup> not meet the football captain's.

At last, "You're a belligerent young lot," he reflected aloud, and then, "I dare say<sup>8000</sup> the man's a beast," he brought out slowly, "but you boys ought not to be swept away by half of<sup>8020</sup> a question. Remember, there are always two sides—get at the other and found your judgment on knowledge—don't let<sup>8040</sup> personal feeling place you."

"It isn't all personal feeling, Mr. Lord," Van Arden threw at him eagerly. "It's the big<sup>8060</sup> question of the day; it happens to have fired a broadside into us just this minute, and we're hurt and<sup>8080</sup> howling—but it's the big question we're up against—the magnates—the huge overweight fortunes that destroy the balance.<sup>8100</sup> You're an unprejudiced man"—

and Trefethen smiled inwardly—"you know they don't play the game fairly, these captains of industry<sup>8120</sup>—don't you?"

"I do not," Trefethen said with emphasis. "I know of no proof for a general statement like that. Of<sup>8140</sup> course there is plenty of advantage taken—you can't help that when men are human and the stake is worth<sup>8160</sup> while, but—"

"You can't help it?" Dick Elliot flung at him. "Of course you can help it—if you're civilized<sup>8180</sup> and decent. What's a standard for if not to live up to, Mr. Lord? What would you think of a<sup>8200</sup> football man that 'took advantage' and then said he couldn't help it because he was human and the game was<sup>8220</sup> worth while? We're penalized if we try that on; we're kicked out if we keep it up—and that's right.<sup>8240</sup> Lord, that stake looks bigger to us than a billion dollars! I don't see why fair play isn't the thing<sup>8260</sup>—the only thing—for a white man after he leaves college as much as before."

"Hold on, Mr. Elliott, give<sup>8280</sup> me a show," Trefethen protested. "I'm not advocating dishonesty. I was going to say that there are hosts of men<sup>8300</sup> who have made fortunes honorably—don't you hope to be rich yourselves?"

There was a short stillness, and Pearly—the<sup>8320</sup> richest—broke it. They turned in their chairs and looked at him surprised. "Seems this way to me—like th'<sup>8340</sup> story in th' op'ra, y' see. When the gold shines over the waters of the Rhine, an' the Rhinemaidens guard<sup>8360</sup> it, it's nice an' everybody would like it. But when the ugly dwarf, Alberich, climbs up and grabs it, you<sup>8380</sup> feel as if you'd rather get nothin' than get it by turnin' into a beast like that."

"Hooray for Pearly!<sup>8400</sup> He's turning into poetry," Jimmy Selden contributed in an undertone, but Van Arden's keen face was alert and serious.

"It's<sup>8420</sup> so, what Pearly says—he wouldn't have any money but clean money. Nor I. But there's more. Even if huge<sup>8440</sup> fortunes are made straight we don't want them—Americans. We don't want kings, good or bad, and we don't want<sup>8460</sup> plutocrats, good or bad. They don't fit us. We won't have them, either, I'll bet," he added sagely, this college<sup>8480</sup> editor, speaking as a man with his hand on the pulse of the people.

"You've missed some points," said Trefethen<sup>8500</sup> quietly. "If we didn't have variety we wouldn't have civilization. It's the men who step out of the ranks who<sup>8520</sup> make progress. We'd all be cave-dwellers yet if some old skin-dressed fellow hadn't begun to accumulate stone knives<sup>8540</sup> and oyster-shells. I dare say they called him a menace to society. It's better for the world that some<sup>8560</sup> houses should be filled with pictures and books than that all should be hovels alike."

He stopped and considered, puffing<sup>8580</sup> at his cigar thoughtfully, and the bright-faced boys, sitting about the table, regarded him eagerly, respectfully.

"The race is<sup>8600</sup> tied together. The whole procession moves up when the leaders take a

step. The hovels of today have luxuries the <sup>8620</sup> palaces didn't have once. It's competition; it's survival of the fittest that raises the standard for all. To the man <sup>8640</sup> fittest to organize and lead goes the prize. It's right it should go to him; he has earned it. He <sup>8660</sup> has created capital by his efficiency. Before long his income inevitably exceeds his expenditures. A fortune is made, and it <sup>8680</sup> is a benefit to mankind that men of mental grasp should handle such fortunes, have the power to found libraries <sup>8700</sup> and hospitals and great public works: doing good to thousands, rather than that the money should be dribbled out in <sup>8720</sup> small sums among those who can't accumulate and who can't spend wisely."

Van Arden was on his feet; his tall, <sup>8740</sup> nervous figure quivered with intensity. "That's the optimistic view, Mr. Lord; that's not the average. Here and there, one <sup>8760</sup> in a thousand, maybe, is a magnate who takes his luck responsibly, but mostly what you see is vulgar greed <sup>8780</sup>—use of privilege without genius—brutal indifference, power used tyrannically, cynical hardness to human feelings. Why, the papers are chuck-<sup>8800</sup> full of it. Look at our case; look at this Trefethen." He stopped and smiled a frank deprecation. "You see, <sup>8820</sup> I'm back to the personal view. I own up. Well, it isn't an abstract question in New Haven tonight. It's <sup>8840</sup> concrete as the dickens—it's Carl."

"This Trefethen," lighting a fresh cigar, did not care to smile back into the <sup>8860</sup> sincere eyes; he occupied himself closely with the cigar. The football captain thundered in.

"Carl!" he echoed dramatically. "Of course <sup>8880</sup> it's Carl, and he's an illustration of the whole mess. What sort of fairness has been shown in his case? <sup>8900</sup> Legal, all right; but that play wouldn't go in football. Just because Trefethen & Company think they might as well <sup>8920</sup> make all the money in sight. He's rolling now, but they say he's going to be the richest man in <sup>8940</sup> the world—a sweet ambition! Hope he'll enjoy himself! I'll bet a doughnut he isn't happy this second. I wouldn't <sup>8960</sup> be in his skin for a dollar a minute."

And the silent Trefethen squirmed under that skin and agreed.

"He's <sup>8980</sup> a Yale man," put in Van Arden reflectively.

"More's the pity," growled Elliot. "We're not proud of him. Do you <sup>9000</sup> suppose any of us will ever turn into case-hardened octopuses like that? Ginger! I'll make a try at least <sup>9020</sup> not to be a disgrace to my Alma Mater." With that, as his guest sat quiet, his eyes on his <sup>9040</sup> cigar, "We're giving Mr. Lord a dickens of a gay time," Elliot announced cheerfully. "Unloading all our kicks for his <sup>9060</sup> benefit. Now cut it out, fellows. Mr. Lord's not crazy about our great thoughts on political economy. He's no captain <sup>9080</sup> of industry—" All at once he seemed to realize that in fact they did not know what their guest might <sup>9100</sup> be. "You said you were a lawyer, didn't you?" he demanded a bit anxiously.

Trefethen smiled. "I've been called as <sup>9120</sup>

bad as that," he answered truthfully—for he had been admitted and had practised twenty years ago. And the boy <sup>9140</sup> was quite satisfied. "That's all right," he said, relieved. "Pearly Gates, you sing."

And Pearly's lovely voice floated out as <sup>9160</sup> promptly and as easily as if some one had started a music-box. First an old song adapted to the <sup>9180</sup> football captain of the year, and all the room—but one—joined in as he led it:

Here's to Dick <sup>9200</sup> Elliot, Dick Elliot—

Here's to Dick Elliot, he's with us tonight.

He's with us, God bless him; he's with us, <sup>9220</sup>

God bless him;

Here's to Dick Elliot, he's with us tonight.

With its never-ending chorus of

Chug-a-chug, <sup>9240</sup> chug-a-chug, chug-a-chug—

Then, slipping effortless from one air to another, he was singing a favorite of <sup>9260</sup> Trefethen's own time.

Winds of night around us sighing,

sang Pearly,

'Neath the elm trees murmur low.

And the other <sup>9280</sup> voices joined in, and the deep sound flooded the room as the boys sang words about

The merry life we <sup>9300</sup> lead 'neath the elms,

'Neath the elms of dear old Yale.

They were out in the street now, marching together, <sup>9320</sup> arm linked in arm. Dick Elliot's big hand was on the older man's shoulder, and the touch was pleasant to <sup>9340</sup> him—so pleasant that his voice stopped in the middle of a line once, and the phalanx burst into a <sup>9360</sup> roar of young laughter.

"Did it swallow a fly?" Jimmy Selden inquired impudently. They were all boys together now for <sup>9380</sup> sure.

So, singing and laughing, the five went down the dark street to the station, Trefethen in the midst, the <sup>9400</sup> guest, the hero, quite dazed, and happy as he thought he had forgotten how to be happy.

"You wouldn't let <sup>9420</sup> us give you a real red celebration," Selden explained, as they stood on the platform, waiting. "It was fitter that <sup>9440</sup> a crew captain should be officially blowed to a party, and that dinner wasn't much—just a snack. But we <sup>9460</sup> done what we could—I done my durndest," he finished modestly. And Dick Elliot's scornful "Huh!" came out of darkness. <sup>9480</sup>

"Did we give you the time of your life? Do you like us?" Jimmy investigated further, and Trefethen laid a <sup>9500</sup> hand on his arm.

"You've given me the best time I've had in twenty-five years," he said. "And I <sup>9520</sup> like you a lot."

"Well, we like you; you're the right sort." Van Arden's quick tones threw back frankly, and <sup>9540</sup> with that Pearly broke easily, sweetly, into

He's a jolly good fellow

As nobody can deny.

And the others chorused <sup>9560</sup> it with ringing notes. And as the train moved slowly out—Trefethen standing on the platform, watching



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## HARVESTING

This is written September 1. Within the last thirty days our nominees have been taken for these high schools: Waterbury, Conn.; Westfield, Mass.; Shelton, Conn.; and for these business schools: Drake Business College, Paterson, N. J.; Spencer Business School, Schenectady, N. Y.; Thomas Business College, Waterville, Me.; McIntosh School, Dover, N. H.; Troy, N. Y., Business College; Atlantic City Business College; Drake Business College, Newark, N. J.; Columbia Business School, Washington, D. C. May we help you?

### **THE NATIONAL COMMERCIAL TEACHERS AGENCY**

*(A Specialty by a Specialist)*

E. E. Gaylord, Mgr.,

6 Whitney Ave.,

Beverly, Mass.

his friends with<sup>9500</sup> intent eyes, with a new sense of loneliness—Pearly Gates's thrilling, clear music rose again in "Bright College Years," the<sup>9600</sup> other voices instantly lifting to his.

The seasons come, the seasons go;  
The earth is green or white with snow;<sup>9620</sup>  
But time and change shall naught avail  
To break the friendships formed at Yale

they sang. And the train moved<sup>9640</sup> faster, and the boys stood in the half-light of the station, arms around each other's shoulders, leaning on each<sup>9660</sup> other, singing. And the train drew away. (9667)

(To be concluded next month)



Now think what a godsend it would be if there were some device that would ring a bell when we<sup>20</sup> turn out a sloppy piece of work, or automatically give us a kick when we use only about a quarter<sup>40</sup> of our energy on our job. (46)

## Business Letters

### Letters to Salesmen

(From "Gardner's Constructive Dictation,"  
pages 157 and 162, letters 11 and 21)

Dear Judson:

On looking over your report for the week ending May 10, I was very sorry to see that<sup>20</sup> you were obliged to travel the entire week without making a score. This is surely a streak of hard luck;<sup>40</sup> however, I hope that you secured sufficient information from your visit to enable you to get right down to business<sup>60</sup> on your next trip and get some orders in with at least a portion of the dealers that you have<sup>80</sup> called on.

If you get in a few and carry out your work as outlined to you in a letter<sup>100</sup> I wrote you a few days ago, it will surely put you in a position to get some real business,<sup>120</sup> especially in view of the fact that you are backed up by an enormous crop coming on and the fact<sup>140</sup> that you have a product unexcelled by anyone and manufactured by an exclusive manufacturer of this one line.

With best<sup>160</sup> wishes therefore for some good deals this coming week, I am

Very truly yours, (174)

Dear Mr. Pratt:

We are mighty sorry that your order for Colorite for the Badger Drug Company was not filled.<sup>20</sup> Evidently it must have been misfiled, as we are unable to locate it.

When we entered another order for one<sup>40</sup> gross to go forward to them today, we found that our stock was almost completely exhausted, so that we are<sup>60</sup> unable to fill the order until we obtain further supplies. The manufacturers carry a stock of Colorite here

in Chicago,<sup>80</sup> and they have a car on the way, which has been delayed.

As soon as this car reaches us and<sup>100</sup> we obtain further supplies we shall fill the order for the Badger Drug Company. This is the very best we<sup>120</sup> can do. Please explain the matter to them.

Very truly, (130)



If you can't face Adversity, you'll never greet Success. (9)

## Key to the September O. G. A. Test

In this new kind of world in which many different kinds of people are all living close together and depending<sup>20</sup> on each other, we cannot live as we used to, each man for himself. We must find new ways to<sup>40</sup> live, and so, although there may be no new lands to explore, we can still be discoverers in new ways<sup>60</sup> to live. If we have learned about all the lands on the earth we can learn more now about the<sup>80</sup> other people on the earth. We can have "adventures in understanding," the finding out of what is in the minds<sup>100</sup> of other people, what they know about living and what they think, so that we shall be able to work<sup>120</sup> and live with them peacefully and happily. If we do this, little by little all nations will join together to<sup>140</sup> make a peaceful world in which their quarrels will be settled by judges and not by fighting, just as warring<sup>160</sup> tribes joined together to make peaceful nations. Perhaps, then, when we all put our heads together we may find a<sup>180</sup> way to live so that there will be food enough and homes enough and work and play enough for everyone<sup>200</sup> to be as happy as it seems all people should be on an earth as big and beautiful as this<sup>220</sup> one. (221)

## Key to Thanksgiving Turkeys

Designed by Lillian Maltsberger

Linden, Indiana, High School

Turkeys beginning with left head: a-an; key-can he, care, or, else-list, next, long, in-not, moves, go-good, give-given, gay-gave, question, move; above; clear, are, ear-were, ill, glad: practice, must, clear, most, like, hour; man, law-low, of, some, am-more: (feet) in his-instant, inclose, all, call, of, me-many, and, can, keep, railroad, good-go.

Beginning with fan tail: can, go-good, our, will-well, not-in, more-am, put, be-but-by, been-bound, before, believe-belief, body, beyond, will you-look, move, long; he cannot, we will, look-will you, business; body, about, a-an,

yes; I can-acknowledge, they, ape, you go, or, not-in; else-list, you can, next, long: fall<sup>4</sup> follow. you have, that, of all, the, there is, car-correct; of the, do, body; next, sure-surely, wish-usual-usually; sudden, Mr.-market, are, in-not, individual-and have.

*Beginning with tail:* look-will you, is not-soon, country, tomorrow, law-low, little, real-regard, let-letter, rear, go-good, the: list-else, most, belief-believe, beyond; can you-quality, else-list, to, much, were, row, never, in favor, glad, work; poor, ray, before, I shall have, open, all, so; both, egg-ignorant, at-it, near, we will, you can, run-are not, hear, of course; a-an.

### Short Stories in Shorthand

#### His Point of View

Little Duck Hunter—"Do you believe whiskey improves with age?"

Big Duck Hunter—"Well, the older I get the better<sup>20</sup> I like it." (23)

#### A Sign of Progress

"Did your brother really learn anything while in college?"

"I should say so; he can now express his ignorance in<sup>20</sup> scientific terms." (22)

#### The Retort Courteous

"I am sorry I married you," sobbed the bride.

"You ought to be," he replied, "you cheated some other girl<sup>20</sup> out of a mighty fine husband." (26)

#### Shock-Proof

Waiter—"Yes, sir, we're very up to date. Everything here is cooked by electricity."

Diner—"I wonder if you would<sup>20</sup> mind giving this steak another shock?" (26)

#### Not His Wife

"Did my wife speak at the meeting yesterday?"

"I don't know your wife, but there was a tall, thin woman<sup>20</sup> who rose and said she couldn't find words to express her feelings."

"That wasn't my wife!" (36)

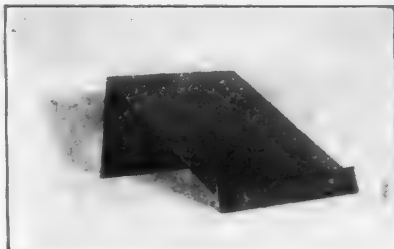
#### Very Likely

The case concerned a will, and an Irishman was a witness. "Was the deceased," asked the lawyer, "in the habit<sup>20</sup> of talking to himself when he was alone?"

"I don't know," was the reply.

"Come, come, you don't know, and<sup>40</sup> yet you pretend that you were intimately acquainted with him?"

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Technical High School, Indianapolis, Ind.  
Mt. Vernon Commercial School, Mt. Vernon, N. Y.  
Washington Junior High School, Rochester, N. Y.  
State Normal School, Plattsburg, N. Y.  
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"The fact is," said Pat dryly, "I never happened to<sup>60</sup> be with him when he was alone." (67)

### *His Ambition*

Golfer: And I suppose you want to be President when you're grown up?

Caddie: No, I'd rather be right on<sup>20</sup> the green than be President. (25)



## *Teacher Certificates*

SINCE the last list was printed, the following have been granted certificates:

Iva Anthis, Guthrie, Oklahoma  
 Alice Caroline Marie Anton, Fort Madison, Iowa  
 Lydia Backes, Guthrie, Oklahoma  
 Evelyn Myrtle Bailey, Cambridge, Maine  
 Frances Barse, Fort Wayne, Texas  
 Kathrine Beasley, Bonham, Texas  
 Ethel I. Benson, Tacoma, Washington  
 Alberta Boss, Fort Wayne, Indiana  
 Bernice B. Bow, Ardmore, Oklahoma  
 Alice G. Bowers, Guthrie, Oklahoma  
 Paul L. Brunstetter, Orangeville, Pennsylvania  
 Bernice Almira Burgess, Auburn, Maine  
 Annetta Chaudet, Springfield, Missouri  
 Velma M. Clark, Jacksonville, Georgia  
 Mary I. Clough, Los Angeles, California  
 Lola S. Collins, Portland, Oregon  
 Ethel B. Cook, Oelwein, Iowa  
 Velma Irene Cornish, Auburn, Maine  
 Ora Dee Cozens, Fort Worth, Texas  
 Juanita Craig, Paris, Illinois  
 Andrew E. Curley, Somersworth, New Hampshire  
 Steffie Curran, Colorado Springs, Colorado  
 Louise V. Dalton, Waterford, New York  
 Marian A. Delst, Glendale, California  
 Letta M. Dull, Conneville, Pennsylvania  
 Annie Bell Eastman, Auburn, Maine  
 Mrs. Audrey Eller, Newark, Arkansas  
 Matilda Veronica Falella, Yonkers, New York  
 Lucille Frances, Memphis, Tennessee  
 Evelyn Enola Fraser, Brewer, Maine  
 Thomas Collins Funk, St. Petersburg, Florida  
 Mary Garwood, Guthrie, Oklahoma  
 Hannah Gillespie, Fort Wayne, Texas  
 Elizabeth J. Golden, Chelsea, Massachusetts  
 Ruby Irene Gooch, Guthrie, Oklahoma  
 Mrs. M. S. Greer, Joplin, Missouri  
 Florence J. Hannah, Edmond, Oklahoma  
 Marguerite H. Harris, Madison, Nebraska  
 Ruth Harvey, Fort Madison, Iowa  
 W. Briant Hobson, Burlington, Vermont  
 Florence Alice Huber, Fort Thomas, Kentucky  
 Helen M. Jackson, Bangor, Maine  
 Sallie Kelley, Toone, Tennessee  
 Katharine Kelly, Colfax, Iowa  
 Myrtle I. Kitts, Cleveland, Ohio  
 Marguerite Klein, Kinross, Iowa  
 Janie Lackie, Peterboro, Ontario, Canada  
 Gladys E. Lawrence, Brewer, Maine  
 Nellie K. Lincoln, Bangor, Maine  
 A. J. Martin, Albuquerque, New Mexico  
 Ida Alma Martin, San Francisco, California  
 Ursula Carolyn Matthews, Dover, New Hampshire  
 Elizabeth Gertrude Marsteller, Auburn, Maine  
 Leona Annetta Mayse, Fort Worth, Texas  
 Edna M. McAvoy, Benedicta, Maine  
 Mary Agnes McCarthy, Bangor, Maine  
 Georgia K. Merrill, Los Angeles, California  
 Mario Miller, Toulon, Illinois  
 Anita Morelli, Albuquerque, New Mexico  
 Violet N. Muehler, Tacoma, Washington  
 Nina Elizabeth Nation, Alliance, Nebraska  
 Martha Woodfin Naylor, Sherman, Texas  
 Morrie G. Newsom, Guthrie, Oklahoma  
 Donella Nicolson, Winnipeg, Manitoba, Canada  
 Elizabeth Dunbar, Washington, District of Columbia

Agnes K. Overby, Tacoma, Washington  
 Hazelle M. Payne, Waterford, Ohio  
 Lucile Curtis Peters, Marietta, Ohio  
 Sparkle Pickering, Fort Madison, Iowa  
 Pearl L. Pilkington, Abilene, Texas  
 Georgia E. Price, Fort Wayne, Indiana  
 Marion Raney, Albuquerque, New Mexico  
 Mary Rhoads, Guthrie, Oklahoma  
 Marie Margaret Riggs, Springfield, Missouri  
 Imogene Roach, Tiffin, Ohio  
 Mabel A. Robbins, Wauna, Washington  
 Karl B. Rosenberger, Colorado Springs, Colorado  
 Josephine Sassone, Oayka, Mississippi  
 Alice Marie Elise Schuelka, Fort Madison, Iowa  
 William J. Scully, Fort Thomas, Kentucky  
 Mildred Dorothy Semple, Auburn, Maine  
 Adella M. Shedenhelm, Tiffin, Ohio  
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 Agnes C. Soulier, Cohoes, New York  
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 Helene C. Sundberg, Galva, Illinois  
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 Sister Mary Lea, St. Louis, Missouri  
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 Marion F. Snyder, Cedar Falls, Iowa  
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 Maudie S. Stacy, Norman, Oklahoma  
 Dora Mae Stuard, Abilene, Texas  
 Agnes A. Tatum, Bartlett, Tennessee  
 Mrs. Lona Wiseman, Huntington, West Virginia  
 Mina Mae Woodrome, Yoakum, Texas  
 M. Fern Abell, Winona, Minnesota  
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 Mrs. H. C. Ebersole, Jackson, Mississippi  
 Teresa Zita Gallery, Waterloo, Iowa  
 Naomi Gethmann, Cedar Falls, Iowa  
 Vira Allene Henderson, Cedar Falls, Iowa  
 Berdie E. Jensen, Cedar Falls, Iowa



## *School News*

(Concluded from page 76)

University, and Seth B. Carlin, now principal of the Packard Commercial School in New York City. Mr. Cook has year after year taken extension courses at the University of Rochester in various subjects connected with commercial work, such as economics, English, and psychology. He also did summer work in New York University. As the result of his college, summer and extension work he lacks only a few credits to complete his college course. Mr. Cook's appointment as director of Business Education comes as a merited promotion to a teacher who has won the confidence and respect of all."

# Gregg Books for 1926

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**Essentials of Commercial Law.** Revised 1925 Edition. By Wallace Hugh Whigam, M.S., LL.M., Carl Schurz High School and Walton School of Commerce, Chicago. \$1.40

Notable for simplicity of presentation, and strong, practical, constructive work to develop knowledge and application of principles.

**Whigam's Source Book for Whigam's Essentials of Commercial Law.** By Wallace H. Whigam. 75c. net 148 pages, cloth binding.

## Mathematics

**Modern Junior Mathematics, Book II.** Revised 1926 Edition. By Marie Gugle, Assistant Superintendent of Schools, Columbus, Ohio. \$.90

Thoroughly revised by the addition of practical suggestions to teachers, practice problems by chapters, shop and home economics problems, new types of tests, minimum essential tests, and a chapter on the relation of mathematics to art, with illustrations in color.

## Salesmanship

**Salesmanship and Business Efficiency.** Revised 1926 Edition. By James S. Knox. \$2.50

This is the school edition of Mr. Knox's well-known book, designed as a complete course in Salesmanship and Business Efficiency.

## Shorthand

**Diccionario de la Taquigrafia Gregg** (Spanish Gregg Shorthand Dictionary). By John Robert Gregg. \$1.00

## Typewriting

**The Typist at Practice.** By Mrs. Esta Ross Stuart, Berkeley, California, High School. \$.67

A combination typewriting practice pad and filing folder. Consists of 320 letter-size sheets, of which half are in type, the other half blank for students' practice. Forces student to work to capacity every minute. Develops technique, rhythm, accuracy, and speed.

**Typewriting Speed Studies.** Revised 1926 Edition. By Adelaide B. Hakes, Gregg School, Chicago. \$.52  
Contains supplementary exercises in typewriting. Splendidly adapted for reviews and for tests.

**New Rational Typewriting, Revised 1927 Edition.** By Rupert P. SoRelle. \$1.20

A revision of this popular text first published in 1923. Contains sufficient material for a full year's work. This book is soon to be followed by a second-year book—Rational Typewriting Projects—the two books to comprise a complete two-year course.

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## Monographs

**College Credit for Shorthand, Typewriting, and Office Practice.** By Louis Brand, Chairman, Department of Stenography and Typewriting, George Washington High School, New York City. \$.20 net

**A Neglected Factor in Education.** By George E. Walk, Ph.D., Dean, Teachers College, Temple University, Philadelphia, Pennsylvania. \$.20 net

A scholarly and interesting statement of the value of shorthand and the place the subject should occupy in our scheme of education.

**Application of Tests and Measurements to Shorthand and Typewriting.** By Thaddeus L. Bolton, Ph.D., Head, Department of Psychology, Temple University, Philadelphia, Pennsylvania. \$.20 net

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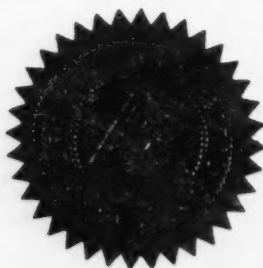
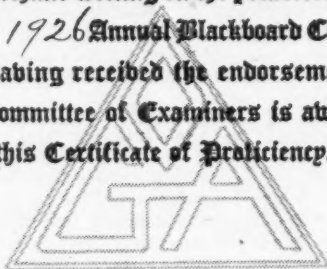
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